

School:	Thomas Prince School	Plan Duration (Years):	2022-2024
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Goal Description			
Goal Number:	1	Goal Title:	K-8 Vertically Aligned STEAM Curriculum
S.M.A.R.T. Goal	By June 2024, 100% of Thomas Prince Students will demonstrate mastery of design process thinking as measured by PLTW assessments, end of year surveys and assessments of student outcomes measured by design process thinking rubrics.		

Goal Details and Performance Indicators	
Rationale for Goal:	The design process is the foundation for STEM/STEAM education.
Strategic Plan Alignment [Domain, Strategic Objective]	Domain # 3 Effective Instruction Strategic Objectives: 3A Systematically measure, analyze, and act upon student learning data 3B Implement evidence-based, high quality instructional practices focused on critical thinking, creativity, and collaboration.
Anticipated Outcomes (Interim and Final)	Interim Outcomes: 1. By June of 2023, teachers report that at least 80% of their students have mastered design process thinking based on report card outcomes.

	<p>2. By June of 2024 100% of students will demonstrate mastery in design process thinking.</p> <p>Final Outcomes:</p> <ul style="list-style-type: none"> • Students will consistently demonstrate design process thinking and will use a more sophisticated process as they progress through the grade levels at TPS. • TPS students will be prepared to enter STEM and STEAM related classes when they enter high school.
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Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Most teachers will be trained in STEM/STEAM instructional practices through a variety of professional development opportunities	Project Lead The Way (PLTW) Worcester Polytechnic Institute (WPI) PTC Software	ongoing
PLTW consultant will train all teachers in K-5 Launch	Grant funds PLTW WPI	ongoing
Implement high quality instruction	Faculty and grade level meetings	ongoing
STEAM based specials courses will be offered at the middle school levels	PLTW Faculty Schedule	ongoing

Continuepartnerships with Mass Audubon Wachusett Meadow to offer junior trail guide opportunities	Faculty Audubon Schedule	ongoing
Arts integration in regular education classrooms will support the “A” in STEAM	Faculty	ongoing
Outdoor spaces committee will continue to identify needs and uses outdoor spaces available at TPS while communicating to the greater community through the TPS website	Outdoor spaces committee	ongoing
Added ST Math in grades K-5 to increase students’ conceptual thinking practices	Grant funds Instructional Budget	ongoing

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Goal Description			
Goal Number:	2	Goal Title:	School Climate/SEL
S.M.A.R.T. Goal	By 2024, 100% of Thomas Prince students will demonstrate self-efficacy, problem solving, and collaboration skills.		

Goal Details and Performance Indicators	
Rationale for Goal:	Research demonstrates that a positive school culture, where students feel valued and supported to take risks, collaborate, and appreciate results in higher student achievement.
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain # 5 5A Build an understanding of social, emotional, and physical health as factors affecting learning. Strategic Objective:</p> <ul style="list-style-type: none"> Identify effective research-based practices that promote student health through the Panorama Playbook. Educate staff regarding student social, emotional, and physical elements that impact learning.
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ol style="list-style-type: none"> By June of 2024, students in grades K through 8 will have

	<p>monthly activities to support SEL concepts identified through Panorama. By June of 2024 all teachers in the building will have a library of activities to respond to informal SEL needs assessed in the classroom.</p> <p>Final Outcomes:</p> <ul style="list-style-type: none"> • Students will consistently demonstrate the ability to problem solve and cooperate with others • Students will learn to carry over newly developed social/emotional skills to school areas of bus, playground, cafeteria, and other areas of school community • Students will learn to carry over newly developed social/emotional skills into life outside school
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Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Teachers in grades 5-8 will facilitate advisory groups regularly throughout the week in which social emotional learning is explicitly taught, modeled and practiced with authentic social and academic activities	Planning time Model curriculum Schedule	weekly
Teachers in grades K-4 will facilitate morning/afternoon meetings regularly throughout the week in which social emotional learning is explicitly taught, modeled, and	Planning time Model curriculum Schedule	weekly

practiced with authentic social and academic activities		
Teachers in grades K-8 will integrate opportunities for social emotional learning throughout academic blocks	Planning time Model curriculum Schedule	daily
Surveys, teacher observations, discipline data will be reviewed regularly to identify areas for growth	Panorama survey PBIS data	bi-monthly
Student Support Team will meet every Thursday to identify individualized Tiers 1 and 2 interventions	Schedule	weekly
The Adjustment Counselor will regularly visit classrooms to observe, make recommendations to teachers regarding SEL integration, and will teach lessons as needed to model for teachers	Schedule	monthly

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Goal Description			
Goal Number:	3	Goal Title:	Grades K-5 Literacy Improvement
S.M.A.R.T. Goal	100% of students in grades K-5 will show growth in standardized reading scores; 90% of students will achieve WRSD grade level benchmark by the end of 2024 as measured by the STAR Assessment.		

Goal Details and Performance Indicators	
Rationale for Goal:	If students in grades k-5 meet district-level reading benchmarks then they will show growth in understanding content area curriculum at an increased rate and be prepared for the next level of learning.
Strategic Plan Alignment [Domain & Strategic Objective]	Domain # 2 Aligned Curriculum Strategic Initiative: <ul style="list-style-type: none"> Develop common well-defined learning outcomes
Anticipated Outcomes (Interim and Final)	Interim Outcomes: <ul style="list-style-type: none"> STAR assessments - fall, winter, spring Final Outcomes:

	<ul style="list-style-type: none"> Align curriculum with state frameworks and use instructional strategies that meet the needs of all learners.
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Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Identify students achieving above and below grade level	Teachers DIAL 5 BAS scores STAR Assessment	ongoing
Create MTSS groups based upon BAS and STAR scores	Teachers CPT paraprofessionals	ongoing
Explore additional assessments and screeners that align with Science of Reading and support teachers in creating MTSS interventions.		
Increase teaching capacity to provide multisensory reading instruction to struggling readers by supporting training in Wilson, LTRS and Orton-Gillingham	Central Office funding teachers	ongoing
Increase teacher capacity of teaching staff through staff meeting professional development around the Science of Reading.		
Develop a plan of parent outreach to teach them		

about the Science of Reading and ways they can support their young readers.		
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Goal Description			
Goal Number:	4	Goal Title:	Improve the integration of ARTS into STEAM
S.M.A.R.T. Goal	100% of Thomas Prince students will have the opportunity for exposure to high quality visual arts instruction, basic instrumental skills and general music, and movement through physical education.		

Rationale for Goal:	Research demonstrates that students who participate in a robust arts curriculum develop critical thinking skills
Strategic Plan Alignment [Domain & Strategic Objective]	<p>Domain # 3 Effective Instruction Strategic Objectives: 3A Systematically measure, analyze, and act upon student learning data: 3B Implement evidence-based, high quality instructional practices focused on critical thinking, creativity, and collaboration.</p> <p>Domain #4 Professional Development & Structures for Collaboration Strategic Objective:</p>

	<ul style="list-style-type: none"> • Systems and structures are in place to guide collaboration which will improve curriculum implementation
Anticipated Outcomes (Interim and Final)	Interim Outcomes: Final Outcomes: <ul style="list-style-type: none"> • Students will consistently demonstrate the ability to create and share across multiple mediums • Students will learn to carry over skills they have learned in arts curriculum and apply those in other academic and social areas

Implementation Benchmarks		
Action	Supports/Resources	Timeline/Frequency
Schedule daily common planning time for specials teachers	Faculty Schedule	daily
Students in K-1 and grades 5-6 will participate in weekly Arts Workshop	Faculty Schedule	weekly
Students in K -1 will have at least 2 performances demonstrating their skills and concepts learned in Arts Workshop including visual arts, music, and movement	Faculty Schedule	bi-yearly
Added a piano (keyboard) class in upper grades	Instructional budget	2022-2023
Students in grades 2-8 will have at least 2 performances not including the STEAM Expo	Faculty Schedule	bi-yearly